

Vocational-Technical Education Enhancement Grant Award Program

Planning Guide and Administrative Manual

Fiscal Year 2017

(amended November 3, 2015)

*Missouri Department of Elementary and Secondary Education
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This document, in its entirety, may be accessed through the Department's website at the following address:
<http://dese.mo.gov/college-career-readiness/career-education/program-management-account-finance/grants>

POLICY OF NONDISCRIMINATION

It is the policy of the Missouri Department of Elementary and Secondary Education not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Inquiries related to Department employment practices may be directed to the Jefferson State Office Building, Human Resources Director, 8th floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, Missouri 65102-0480; telephone number (573) 751-9619 or TYY (800) 735-2966.

Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator–Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number (573) 526-4757 or TTY (800) 735-2966, civilrights@dese.mo.gov.

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TITLE 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Division 20 – Division of Learning Services

Chapter 200 – Office of College and Career Readiness

ORDER OF RULEMAKING

5 CSR 20-200 Vocational-Technical Education Enhancement Grant Award Program.

PURPOSE: This rule establishes minimum requirements for the administration of the Vocational-Technical Education Enhancement Grant Award Program.

- (1) The Vocational-Technical Education Enhancement Grant Award Program shall be administered by the Division of Vocational and Adult Education, Department of Elementary and Secondary Education, which has the authority to determine grant award criteria and annual grant amounts.
- (2) Eligible institutions shall include public high schools, area career-technical schools and community colleges that operate department-approved occupational preparatory (long- term) career education programs. Grant awards shall be made under the following conditions:
 - (A) Seventy-five percent (75%) of grant funds shall be expended for new programs, curriculum enhancement or instructional equipment that address demand occupations that have been determined to be in critical shortage, as published by the Division of Vocational and Adult Education. The remaining twenty-five percent (25%) or less of the grant may be used for these purposes, as well as facility improvement without regard for demand occupations. A grant recipient shall expend at least twenty-five percent (25%) matching funds from local sources for all grant funds expended for instructional equipment. A grant recipient shall expend at least fifty percent (50%) matching funds from local sources for all other grant fund expenditures;
 - (B) An advisory committee with no fewer than twelve (12) members shall be established by each eligible institution prior to a grant award. This committee shall be composed of at least two (2) members representing each of the following groups: business persons, labor leaders, parents, senior citizens, community leaders and teachers. The committee shall assist the grant recipient with the development of a plan which will ensure that graduates proceed to a two (2) - or four (4)-year college/university or a high wage job with workplace skill development opportunities. This plan shall be developed prior to the close of the fiscal year that the grant recipient receives an initial grant under this grant award program. Eligible institutions that apply for grant funds after receiving an initial grant award shall submit a description of the accomplishments made toward the implementation of their initial plan and any modifications to their initial plan; and
 - (C) A budget shall be developed which details all major expenditure categories and itemizes all equipment purchases. Equipment purchases with grant funds shall-
 1. Have prior approval of the Division of Vocational and Adult Education; and
 2. Be appropriate to the instructional content of the career education course or program.
- (3) A request for grant award will be made available to eligible institutions by the Division of Vocational and Adult Education for each fiscal year. Applicants must complete the request for grant award and forward it to the division no later than the published date in order to receive consideration. Grant awards will be effective July 1 of each year.
- (4) The request for grant award must contain at least the following:

- (A) The name and address of the institution and school or community college district applying for a grant award;
- (B) A statement of commitment to implement the content of the request bearing the signature of the chief administrator of the school or community college district submitting the grant request;
- (C) A description of how the funds made available by this grant award program will be used to enhance the career education offerings at the institution and address demand occupations;
- (D) A detailed, line item budget of anticipated local and grant fund expenditures;
- (E) An assurance that fiscal control, property management control and fund accounting procedures are provided;
- (F) An assurance that funds from local sources will be allocated and expended for the purposes delineated in the grant proposal in an amount equal to or greater than twenty-five percent (25%) for all instructional equipment and equal to or greater than fifty percent (50%) for all other grant award expenditure;
- (G) An assurance that seventy-five percent (75%) of grant funds will be expended for new programs, curriculum enhancement or instructional equipment that addresses demand occupations;
- (H) An assurance that the grant recipient will comply with all reporting requirements of the department relating to this grant award program;
- (I) An assurance by secondary school districts that student performance standards will be established within the district that lead to or qualify students for graduation, and that these standards meet or exceed the Show-Me Standards;
- (J) An assurance that prior to the close of the fiscal year of the grant award a plan will be developed with the assistance of the prescribed advisory committee, to ensure that graduates proceed to a two (2)- or four (4)-year college/university or a high wage job with workplace skill development opportunities;
- (K) A listing of the advisory committee members and the category that they represent;
- (L) The title and classification of instructional programs (CIP) code of any occupational preparatory (long-term) career education program for which grant funds will be expended; and
- (M) A complete application for new or expanding regular vocational programs, if an occupational preparatory (long-term) vocational education program is being established or expanded with grant funds.
- (5) The Division of Vocational and Adult Education will review all grant request submitted by eligible institutions based upon the extent to which-
- A. The proposed programs, services and activities enhance Career education;
 - B. The proposed programs, services and activities address demand occupations, and
 - C. A complete request for grant award is received prior to the deadline.
- (6) The Division of Vocational and Adult Education will give priority to eligible institutions that have not previously received a grant award.

(7) Beginning July 1, 1994, the commissioner of education shall request from the director of the Division of Workforce Development, Department of Economic Development, an annual listing of demand occupations in the state, including sub state projections. The listing shall include those occupations for which, in the judgment of the director of the Division of Workforce Development, there are critical shortages to meet present and future employment needs necessary to the economic growth and competitiveness of the state. The Division of Vocational and Adult Education will publish the list of demand occupations annually in its request for proposals.

AUTHORITY: section 161-092 and 178.585, RSMo 2000.* This rule previously filed as 5 CSR 60-120.070. Original rule filed Nov. 10, 1993, effective June 6, 1994. Amended: Filed Nov. 22, 1994, effective June 30, 1995. Amended: Filed July 7, 2000, effective February 28, 2001. Rescinded and readopted: Filed Oct. 19, 2001, effective May 30, 2002.Moved to 5 CSR 20-200.190, effective Aug.16, 2011.

*Original authority: 161.092, RSMo 1963, amended 1973; and 178.585, RSMo 1993, amended 1995.

Request for Grant Award

- RFP:** Vocational-Technical Education Enhancement Grant Award Program
- ID CODE:** 20-200.190
- ELIGIBLE ENTITIES:** Missouri public high schools, area career centers and community colleges currently operating Department-approved occupational preparatory (long-term) career education programs offering courses eligible for grant funding.
- GOAL:** To expand and enhance the quality of Missouri's occupational preparatory (long-term) career education programs through improved alignment with business and industry occupational training needs, and increased emphasis on training in high-demand occupations that have been determined to be in critical shortage.
- RATIONALE:** The Outstanding Schools Act of 1993 established provisions for the implementation of a grant award program to enhance career education in public high schools, area career schools, and community colleges. The funds made available through the program focus on the initiation of new and the improvement of existing occupational preparatory (long-term) career education training programs, curriculum enhancement, instructional equipment and facility improvement, particularly in high demand occupations.
- MINIMUM REQUIREMENTS:** Requests for Vocational-Technical Education Enhancement Grant funding shall minimally consist of two components:
- A. A qualifying improvement plan for each applicant program which will deliver instruction during the 2016-2017 school year in one or more eligible courses; and
 - B. A properly submitted budget for each occupational career education program by CIP code for which grant funds are being requested.
- Grant funds may also be requested for new occupational preparatory (long-term) career education programs. Any request for grant qualification as a new program must include documentation of Department approval of the new program. That documentation should be emailed to enhancement@dese.mo.gov.
- ASSURANCES:** The applicant must assure that:
- A. Fiscal and property management control, and fund accounting procedures are in place and operational.
 - B. Funds from local sources will be allocated and expended for instructional equipment for occupational career education programs as described in the grant

proposal in an amount equal to or greater than twenty-five percent (25%) of the grant expenditure for this purpose.

- C. Funds from local sources will be allocated and expended for allowable purposes other than instructional equipment as delineated in the grant proposal in an amount equal to or greater than fifty percent (50%) of the grant expenditure for these purposes.
- D. Expenditure of grant funding shall align with the budget approved by the Department of Elementary and Secondary Education, or subsequent state-approved budget revisions.
- E. An advisory committee meeting the requirements of 5 CSR 20-200 (2)(B) has been established and the names and affiliation of each member is available for review at the local level.
- F. The grant recipient will comply with all reporting requirements of the Department relating to this grant award program.
- G. Secondary student performance standards have been or will be established within the district that lead to or qualify students for graduation, and these standards will be revised to meet or exceed the Missouri Learning Standards adopted by the State Board of Education.
- H. Prior to the close of the fiscal year of the grant award, a plan will be developed, with the assistance of the prescribed advisory committee, to ensure that graduates proceed to a college or a high wage job with work place skill development opportunities (*applies only to local education agencies and/or institutions of postsecondary education that have not previously received grant funds*).
- I. Prior to the close of the fiscal year of the grant award, a report will be forwarded to the Department describing the accomplishments made toward the implementation of the plan to ensure that graduates proceed to a college or a high wage job with work place skill development opportunities and any modifications to the initial plan (*applies only to local education agencies that have previously received grant funds*).
- J. Funds for facility improvement must be detailed in the request for grant funding and approved by appropriate personnel at the Department. Any facility improvement or renovation expenditure charged to grant funds, in total or in part must be directly tied to improved instruction and learning, and must comply with grant guidelines for allowed and disallowed costs, as detailed on pages 12 and 13 of this guide, and all federal, state, and local building codes, and with the accessibility requirements specified by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.
- K. All equipment and non-consumable supply purchases must be physically located in the instructional area approved in the grant application unless explicit approval is obtained from appropriate Department personnel, or disposed of under Department regulations regarding equipment disposition.
- L. Records for this grant should be kept for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; and the grantee shall provide the Department, or its designee any

information it may need to carry out monitoring, auditing, or evaluative responsibilities under the programs.

- M. All expenditure of funds awarded through this grant shall be in accordance with fiscal allowances and limitations identified within this document.
- N. Electronic, online submission of an application for Vocational-Technical Education Enhancement Grant funding shall be considered as bearing the electronic signature of chief administrator of the school or community college district, and such action indicates full acceptance of all assurances by the applicant.
- O. All grant funds must be incurred and expended, **not merely encumbered**, prior to March 31, 2017, and all requests for reimbursement of expenditures with grant funding shall be submitted by the grantee no later than that same date.

FUNDING AND EXPENDITURE LEVELS:

There is no maximum amount for a grant award. Local education agencies must match the requested grant funds for instructional equipment/capital outlay expenditures on at least a 25% local/75% state basis and for other expenditures on at least a 50% local/50% state basis.

Grants will be limited by the funds appropriated annually by the Missouri General Assembly, by annual funding priorities, and by amount of demand for funding. Therefore, the Department reserves the right to reduce the amount requested due to the availability of funds.

Beginning with awards made for fiscal year 2016, grantees shall be expected to expend an average of no less than 80% of awarded funds over the two most recent Vocational-Technical Education Enhancement Grant awards. Failure to expend 80% of two consecutive Vocational-Technical Education Enhancement Grant awards shall result in a penalty administered to the grantee's next funding request. Such a penalty shall result in a reduction in the subsequent funding award determined by formula, and imposed in addition to any overall funding reduction imposed on all grantees due to a lack of available funds.

The penalty formula for reduced funding shall result in a preliminary award level which is the lesser of:

- A. 80% of the grantee's average expenditure level for the two most recent Vocational-Technical Education Enhancement Grant awards; or
- B. 80% of the allowable costs from the grantee's application.

Since grant award reductions can necessitate the prioritization of planned purchases, any grantee receiving less than 90% of anticipated levels will have 30 calendar days to submit a revised budget with a new total funding level for which they propose being responsible for expending no less than 80%. Such a resubmitted budget shall be subject to negotiation with, and approval by the Department of Elementary and Secondary Education.

PROPOSAL FORMAT:

In summary, applications will consist of a two-step electronic submission. Financial information will be submitted using the Excel-based EGFV4, available online at <http://dese.mo.gov/college-career-readiness/career-education/program-management->

account-finance/grants. The narrative information will be submitted through the compliance plan component of the Department's secured web application system, available online at <https://apps.dese.mo.gov/webLogin/login.aspx>.

Preparation for grant submission will continue the format which began for FY16 and expands beyond submission of a statement of need, planned improvements, and a description of evaluation to also include a demonstration of how grant funding will be part of overall career technical education program improvement. A program improvement plan addressing key elements and providing measureable objectives for grant funding will be required. The narrative component of the funding request will be done in response to compliance plan web app writing prompts which allow the applicant to address key elements of the program improvement plan and its relationship to the funding request.

As noted above, the Excel-based EGFV4 will be the format used for applicant submission. The EGFV4 will continue to be used for state review of the budget, along with any changes as deemed necessary by either the Department or the applicant college or LEA before the final grant award is determined. The EGFV4 should be uploaded as an attachment to the compliance plan web application narrative responses and formatted as follows: County-District Code, EGFV4, two-digit year (Example: 115115 EGFV4 14). In cases where the eligible grantee is submitting compliance plans for multiple programs, the EGFV4 detailing the entire budget request should be uploaded as an attachment to the first narrative compliance plan to be submitted.

Only one grant award is available per eligible applicant, and is to include all programs for which funding is sought included in the same EGFV4-based budget.

Once the final grant award is established, the Department's intent is the budget will be placed into ePeGS, and the grantee will enter the approved budget's detail into that web application for use throughout the grant cycle. Grantees will be provided with an "Approved EGFV4" that includes worksheets which display the grant budget in a format consistent with the primary ePeGS screen and for that system's "Capital Outlays" screen.

Prior to the grant period, release of an amended version of this planning guide and administrative manual is intended which will provide grantees with more detailed instructions on entry of grant budgets into ePeGS.

If unforeseen problems prevent Vocational-Technical Education Enhancement Grant fiscal administration to be transitioned to ePeGS for FY17, the updated guide will be issued to reflect that reality.

DUE DATES: Both narrative and budget components of grant award funding requests must be submitted electronically no later than February 5, 2016. Submission of either component of the application after that date will be as a non-responsive application that will not be given consideration for funding.

GRANT AWARD DATES: July 1, 2016 through May 15, 2017

DELIVERABLES: Approved grant recipients must submit final expenditures to the Department through the online ePeGS system **on or before March 31, 2017**.

A grant-year progress report describing gains made in the roll out of each funded program's improvement plan to improve instruction and student achievement and career preparedness must be submitted to the Department **on or before May 15, 2017**. The report must include an accounting of those measurable objectives which were met, along with those either not met during the grant period or determined as no longer applicable to the improvement plan. The report must also provide a description as to the extent grant funding contributes to program improvement and/or continued viability. Grant-year progress reports should be submitted to enhancement@dese.mo.gov; subject line "Progress Report".

Vocational-Technical Education Enhancement Grant

Financial Allowances and Limitations

Grant funds must be appropriate to the instructional content of the occupational preparatory (long-term) career education program(s) operated or proposed to be operated by the applying institution. The final determination of said appropriateness shall be determined by the Department's designated director(s) for the state-approved career-technical education program(s) for which funding is requested.

Grant funds shall only be expended during the fiscal year awarded. Grant funds must be matched with local education agency funds in an amount equal to or greater than twenty-five percent (25%) for instructional equipment expenditures and fifty percent (50%) for all other expenditures.

Funds paid for unauthorized or disallowed reimbursement will be subject to repayment to the State of Missouri, with the potential addition of interest.

Allowed Costs

- A. Instructional Equipment (reimbursement not to exceed 75% of purchase price) which may be replaced no more frequently than after being in use for three years, and must meet both of the following definitions:
 - a. Be directly related to the occupational career education instructional program;
 - b. Be tangible, nonexpendable property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.
- B. Non-Consumable Instructional Supplies (reimbursement not to exceed 50% of purchase price) which may be replaced no more frequently than after being in use for three years, and must meet both of the following definitions:
 - 1. Be directly related to the occupational career education instructional program;
 - 2. Be tangible and nonexpendable having a useful life of more than one year and an acquisition cost of \$200 to \$999.99 per unit.
- C.. Other Allowable Costs (reimbursement not to exceed 50% of purchase price) restricted to:
 - 1. Computer software, including annual site license fees (no minimum unit cost)
 - 2. Network or internet connections (no minimum unit cost)
 - 3. Installation costs (no minimum unit cost)
 - 4. Service contracts/maintenance agreements for program specific software (no minimum unit cost)
 - 5. Instructor training (no minimum unit cost)
 - 6. Storage cabinets for program specific equipment (\$200 minimum unit cost)
 - 7. Curriculum enhancement consisting of purchased curriculum materials, videos, DVDs, reference sets, etc. (\$200 minimum unit cost).
 - 8. Certain facility modifications necessary for enhanced instructional delivery (\$200 minimum unit cost).

Limitations for Allowable Costs

- A. Provision of equipment and/or non-consumable supplies for student use on an actual or near 1:1 basis is eligible for reimbursement from grant funding with the following limitations:
 - 1. For occupational preparatory career education programs that have been state-approved and in place for three or more years, such purchases may be subject for grant approval based on one of two scenarios related to the grantee's number of CTE concentrators in the appropriate career cluster:
 - a. In instances where the three-year average number of CTE concentrators for the course offering for which funding is sought is at or below the Department of Elementary and Secondary Education's maximum recommended standard for students per teacher (33 students), eligible reimbursement for the class shall be limited to a number of units not to exceed the three-year concentrator average; or
 - b. In instances where a grantee's overall three-year average for any of the 16 CTE career cluster concentrations is above the Department's maximum recommended standard for students per teacher, expenditure of grant funding shall be available for 1:1 student to equipment or non-consumable supply or material for any cluster-aligned course. Per eligible course, the total number of allowable units shall be the lesser of the peak number of students enrolled at a given time or the Department's maximum recommended enrollment for a class, 33.

(Note: When determining a the level of line item funding to approve for a grantee for equipment and/or non-consumable supplies to be provided for student use at or near a 1:1 basis, the Department will use a projected level of concentrators based upon actual numbers from 2013-2015, and which may factor increasing or declining trends. However, the grantee will be responsible for using the 2014-2016 to determining the actual three-year average of concentrators.

2. Exceptions to these limitations will require written authorization from the Department of Elementary and Secondary Education and will be subject to close scrutiny prior to such approval. The burden of supporting evidence to demonstrate that the above formulaic options present undue challenges for any portion of an application shall rest entirely on the grantee.
 3. Applications submitted for eligible courses in programs that have been state-approved and in place for less than three years or new for the upcoming school year will be subject to negotiated numbers of units for which eligible reimbursement will be authorized.
- B. The limit on instructor training (as a stand-alone expenditure, or in combination with eligible physical improvements or renovation to existing facilities) shall be twenty-five percent (25%) of requested grant funding, and shall be restricted to professional development linked to certification in a specific career occupational field. For example, a school requesting \$7,500 in equipment could request a maximum of \$2,500 for instructor certification, for a total grant request of \$10,000.
1. A detailed request for instructor certification funds must be included within the grant's program improvement plan. Information provided within the program improvement plan will determine if the request is granted.
 2. Reimbursable expenses for instructor training shall be limited to registration and directly-related training costs. Travel, lodging and per diem costs associated with the training are not eligible for enhancement grant reimbursement.
 3. Actual reimbursed costs for instructor training shall be the lesser of the budgeted amount for this allowable expenditure or twenty-five percent (25%) of total funds actually expended.
- C. Physical improvement(s) of existing facilities must have a direct relationship to, and effect on instruction in grant-eligible courses in specific occupational career education programs as identified in the affected program improvement plan(s).
1. General modifications to the overall facility, administrative or general student service areas are not allowable.
 2. Approvable expenditures are limited to materials or related items that are commonly used to make physical improvements to an existing facility.
 3. Grant proposals must include a complete description of the facility improvements that are anticipated and how these changes will enable or enhance instruction and better allow achievement of objectives as identified in the program improvement plan.
 4. Grant funds expended for facility improvements are restricted to a maximum of twenty-five percent (25%; as a stand-alone expenditure, or in combination with eligible instructor training) of the grant award. All facility improvements must be completed in accordance with local, state and federal building codes and meet accessibility requirements specified by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Disallowed Costs

- A. Items under a \$200 unit cost unless specifically exempted
- B. Consumable supplies or materials having a useful life no more than one year
- C. Student textbooks, workbooks, and guides
- D. Monthly/annual usage charges (unless specifically allowed above, or approved by appropriate Department personnel)
- E. Monthly/annual membership charges
- F. New construction (i.e. building additions, annexes, storage sheds, concrete/foundations, flatwork, etc.)
- G. Security fencing, security lighting and parking areas
- H. Curriculum development
- I. Consultant services/stipends
- J. Photocopying costs
- K. Installation or labor costs to modify facilities
- L. Furniture
- M. Travel, lodging and per diem costs associated with instructor training
- N. Expenditures exceeding specific limitations to allowed costs as noted above.

APPENDICES

APPENDIX I-IMPLEMENTATION PROCESS

1. Continuing a process that began with FY16 grant applications, Vocational-Technical Education Enhancement Grant justification is tied to improvement plans for all programs that will feature eligible courses during the 2015-2016 school year and for which the applicant district or institution seeks grant funding. Planned improvements will continue to provide a focus toward identified needs and solutions, but will include measurable objectives which will better enable both grantees and the Department of Elementary and Secondary Education to gauge the impact funding provides toward improved instruction and student performance.

Rubrics for both secondary and postsecondary improvement plans are included in this document in Appendix V.

Districts will submit requests for enhancement grant funds through a two-step process:

A. Description of key elements from each applicant program's improvement plan will follow writing prompts made available through the Department's web application-based compliance plan process, and will serve as the narrative component of each application. Those writing prompts are also included in Appendix IV of this document.

B. Grant budgets will be submitted electronically through use of the Excel-based EGFV4 with actual grant financial administration occurring through ePeGS as an uploaded file included with the first of the narrative components submitted by the eligible grantee through the Department's web-based compliance plan submission as described above in Item A.

Successful completion of these two steps constitutes submission of the application in a manner responsive to the application process..

2. The Department will review all program improvement plans and notify any applicant with a plan(s) failing to meet minimum qualification for funding that they have thirty (30) calendar days from the point of notification to make necessary changes in order to remain eligible for funding.
3. Once the Department has reviewed all qualifying applications and the resulting cumulative budgetary sum of all preliminary grant awards, a determination will be made whether reductions will be required due to a lack of available funds. If reductions cause awards to be less than 90% of requested funding levels, applicants will have thirty (30) calendar days to submit a revised budget for Department consideration.
3. Once grant award notification has been made, the grantee will be allowed to expend funds on and after July 1, 2016.
 - A. Expenditures will be restricted to those budgetary line items approved by the Department
 - B. Between July 1 - December 31, 2015 each grantee is allowed to submit up to five requests for budgetary revisions. Revision requests exceeding the limit of five requests or occurring outside these dates will not be considered for approval.
4. The district will submit reimbursement requests using ePeGS. Requests can be made monthly or quarterly, or at the end of a trimester, or semester, but must be submitted no later than March 31, 2016.

APPENDIX II

MONITORING: DESK AUDIT TIMELINE

Invoices ***do not*** need to be submitted with ePeGS-based requests for reimbursement.. However, invoices will need to be kept for a period of three years for fiscal program auditing and for program evaluation. Desk audits will be implemented on a *percentage* of districts within the defined [Cohort](#) Groups as listed in the Department's Tiered Monitoring Process. Each of the districts has been assigned to one of three cohort groups. Districts receiving desk audits will be notified and given specific reporting instructions in April of the grant award year. Districts will be required to submit invoices and other documents as requested for items reimbursed within the three-year time period.

Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Cohort Group 3	Cohort Group 1	Cohort Group 2

APPENDIX III-High Demand Occupations

The Vocational-Technical Education Enhancement Grant Award Program provides funding to improve existing and establish new occupational career education programs. Funded courses within those state-approved programs must be designated by the Department as being aligned with, and minimally provide instruction that directly prepares individuals for entry level employment in what has been determined to be a high-demand occupation.

In developing the list of courses eligible for Vocational-Technical Education Enhancement Grant funding, the Department of Elementary and Secondary Education uses a list of qualifying high-demand occupations as determined by the Director of the Department of Economic Development's Division of Workforce Development. That list focuses on those occupations developed through a process which is predominately weighted by statewide projections by the Missouri Economic Research and Information Center (MERIC) of newly created jobs for the selected occupational title during the ten-year span of 2012-2022.

Occupational qualification of high demand on a regional basis will be determined through the use of the long-term projection data (2012-2022) from MERIC for the second of the above option, available online in spreadsheet format at http://www.missourieconomy.org/occupations/occ_proj.stm, but on a regional labor market area basis. Any applying school may use this approach in an attempt to qualify a course for funding, but acceptance of such a request will be dependent upon Department review and approval.

Only occupations receiving a MERIC grade of "A" or "B" will be considered for eligibility approval, but regardless of grade, any occupation listed as requiring less than high school diploma AND only short-term on-the-job training will not be eligible.

Additionally, any occupation for which a LEA or postsecondary institution seeks to qualify as being of high demand must meet a minimum threshold of the number of newly created jobs, as projected by MERIC for 2012-2022. For schools located in either the St. Louis or Kansas City metropolitan area, that minimum threshold will be 50 newly created jobs per year, with the balance of Missouri labor market areas having a qualifying number of annual newly created jobs no less than 30.

The level of formal educational attainment required for the occupation, as identified through MERIC data may not exceed an associate degree for regionally-based qualification as "high demand".

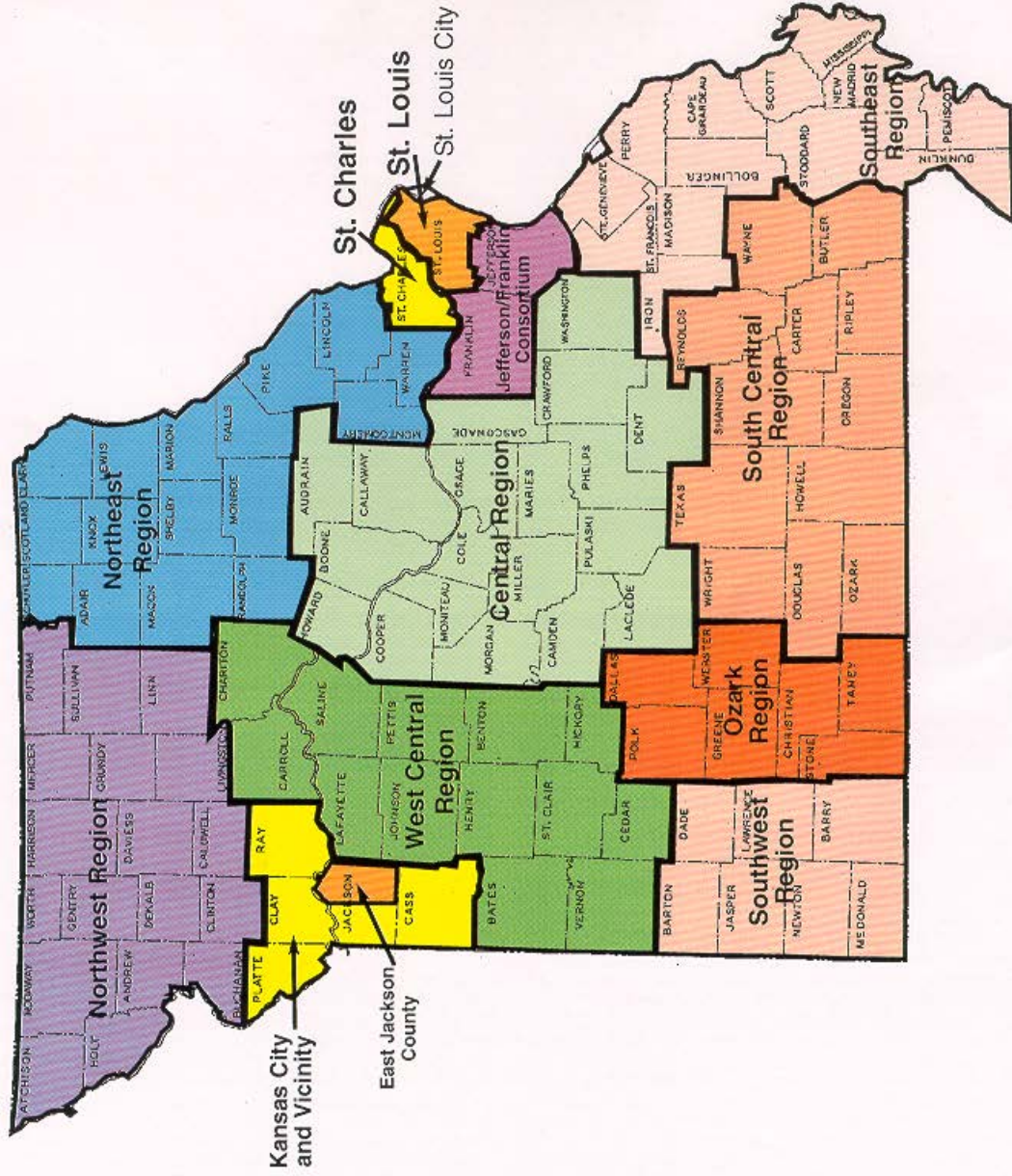
Finally, the grantee must also list the course title and CIP Code that will be offered and which must directly prepare individuals for at least entry level employment for the specific occupation.

Alternate Consideration of Occupations not on the Annual Statewide or Regional Listings of High Demand Occupations

For consideration of occupations not determined as eligible by the Director of Workforce Development, or included on the annual MERIC listings of regionally based high-demand occupations, the LEA or institution must provide the Department with documentation relating to existing occupational career education programs that have at least ten (10) career education exiters or completers per year who were employed in a related job at a rate of 80% or higher for the previous two (2) years. Secondary education grantees are also be allowed to submit occupations for consideration as meeting the high-demand classification if positive placement of at least ten (10) career education exiters or completers per year who enrolled into related postsecondary education programs at a rate of 80% or higher for the previous two (2) years.

Consideration of such alternative classification of occupations shall be dependent upon corroborating data available to the Department of Elementary and Secondary Education.

Local Workforce Investment Areas



Northwest Region

Andrew
Atchison
Buchanan
Caldwell
Clinton
Daviess
DeKalb
Gentry
Grundy
Harrison
Holt
Linn
Livingston
Mercer
Nodaway
Putnam
Sullivan
Worth

Northeast Region

Adair
Clark
Knox
Lewis
Lincoln
Macon
Marion
Monroe
Montgomery
Pike
Ralls
Randolph
Schuyler
Scotland
Shelby
Warren

Kansas City

Cass
Clay
Jackson
Platte
Ray

Central Region

Audrain
Boone
Callaway
Camden
Cole
Cooper
Crawford
Dent
Gasconade
Howard
Laclede
Maries
Miller
Moniteau
Morgan
Osage
Phelps
Pulaski
Washington

West Central Region

Bates
Benton
Carroll
Cedar
Chariton
Henry
Hickory
Johnson
Lafayette
Pettis
Saline
St. Clair
Vernon
Vernon

St. Louis

Franklin
Jefferson
St. Charles
St. Louis

Southwest Region

Barry
Barton
Dade
Jasper
Lawrence
McDonald
Newton

Ozark Region

Christian
Dallas
Greene
Polk
Stone
Taney
Webster

South Central Region

Butler
Carter
Douglas
Howell
Oregon
Ozark
Reynolds
Ripley
Shannon
Texas
Wayne
Wright

Southeast Region

Bollinger
Cape Girardeau
Dunklin
Iron
Madison
Mississippi
New Madrid
Pemiscot
Perry
Scott
St. Francois
Ste. Genevieve
Stoddard

The following crosswalk of CIP codes and high demand occupations from the statewide list should be used when completing the grant application. There may be additional CIP codes and demand occupations in Local Workforce Investment Areas (LWIA's).

High Demand Occupations with Aligned Agriculture, Food and Natural Resources Education Courses				
<i>Occupations</i>	CIP Code - Secondary	Secondary Course Title	CIP Code - PS/Adult	PS/Adult Program Titles
<i>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products, Sales Representatives, Services</i>	01.0101	Agri. Business Sales & Marketing; Agricultural Management & Economics	01.0105	Agricultural/Farm Supplies Retailing and Wholesaling
<i>Maintenance and Repair Workers, General</i>	01.0201	Ag Construction, Ag Machinery, Ag Power 1, Ag Power 2, Ag Structures	01.0201	Agricultural Mechanization
	1.9999	Agricultural Technology and Systems (CASE)	<i>Not at PS/Adult Level</i>	
<i>Agricultural Engineers; Agricultural and Food Science Technicians; Soil and Plant Scientists</i>	01.0401	Food Science & Technology	26.1201	Biotechnology
	1.0601	Crop Science		
	1.0901	Biotechnology		
	1.9999	Animal and Plant Biotechnology (CASE)		
	1.9999	Principles of Agricultural Science-Plant (CASE)		
	1.9999	Principles of Agricultural Science-Animal (CASE)		
	1.999	Food Science and Safety (CASE)		
<i>Veterinary Technologists and Technicians</i>	1.0901	Veterinary Science	51.0808	Veterinary/Animal Health Technology/Technician & Veterinary Assistant

High Demand Occupations with Aligned Business and Information Technology Education Courses				
Occupations	CIP Code - Secondary	Secondary Course Title	CIP Code - PS/Adult	PS/Adult Program Titles
Computer User Support Specialists	11.0103	Business Technology	11.0101	Computer & Information Sciences
Network and Computer Systems Administrators	11.0103	Network Administration	11.0901	Computer Systems Networking & Telecommunications
Software Developers, Applications and Systems Software; Computer Programmers/ Coders	11.0103	Computer Programming	11.0201	Computer Programming
Computer Systems Analysts; Information Security Analysts	Not at Secondary Level		11.0501	Computer Systems Analysis/Analyst
Sales Representatives, Wholesale & Manufacturing, and Services; Executive Secretaries & Administrative Assistants; Secretaries; Customer Service Representatives; Business Operations Specialists; Purchasing Agents, Except Wholesale, Retail, and Farm Products, Office Clerks, General	52.0101	Business Mgmt	52.0408	Legal Administrative Assistant/Secretary
			52.0201	Business Administration & Mgmt
			52.0204	Office Supervision & Mgmt
	Not at Secondary Level		52.0401	Administrative Assts & Secretarial Science
Medical Secretaries	52.0101	Medical Administrative Assts	52.0402	Medical Administrative/Executive Asst & Medical
Bookkeeping, Accounting, & Auditing Clerks, Billing & Posting Clerks, Bill & Account Collectors; Tax Preparers	52.0803	Business Economics	Not at PS/Adult Level	
		Accounting	52.0302	Accounting Technology/ Technician & Bookkeeping
		Banking & Financial Services	52.0803	Banking & Financial Support Services

High Demand Occupations with Aligned Marketing Education Courses				
Occupations	CIP Code - Secondary	Secondary Course Title	CIP Code - PS/Adult	PS/Adult Program Titles
Managers	52.0701	Management	52.1301	Management Science
	52.0701	Leadership in the Workplace		
Customer Service Representatives; Sales Representatives, Wholesale & Manufacturing, and Services	52.1401	Marketing, Fundamentals of Advertising	52.1401	Marketing/Marketing Mgmt
	52.1402	Marketing, Advanced; Marketing Research		
Securities, Commodities, and Financial Services Sales Agents	Not at Secondary Level		52.0804	Financial Planning and Services
			52.0807	Investments and Securities
Actuaries	Not at Secondary Level		52.1304	Actuarial Science
Business Operations Specialists	Not at Secondary Level		52.0205	Operations Management & Supervision
Insurance Sales Agents; Claims Adjusters, Examiners, & Investigators	Not at Secondary Level		52.1701	Insurance
High Demand Occupations with Aligned Family Consumer Sciences and Human Resources Courses				
Occupations	CIP Code - Secondary	Secondary Course Title	CIP Code - PS/Adult	PS/Adult Program Titles
Child Care Workers	19.0709	Child Care	19.0708	Child Care & Support Services Mgmt
			19.0709	Child Care Provider/ Asst
Cooks, Restaurant	12.0500	Culinary Arts; ProStart I ProStart II	12.0503	Culinary Arts/Chef Training
Preschool Teachers Except Special Ed	13.0101	Career Pathways for Teaching Profession	13.0101	Career Pathways for Teaching Profession

High Demand Occupations with Aligned Health Sciences Courses				
<i>Occupations</i>	CIP Code - Secondary	Secondary Course Title	CIP Code - PS/Adult	PS/Adult Program Titles
<i>Biomedical Engineers</i>	51.0001	Principles of Biological Science, Human Body System, Med Intervention, Biomedical Innovations	<i>Not at PS/Adult Level</i>	
<i>Dental Asst</i>	51.0601	Dental Assisting	51.0601	Dental Assisting/ Asst
<i>Medical Records and Health Information Technicians</i>	51.0706	Medical Transcription, Medical Records	51.0707	Health Information/Medical Records Technology/ Technician
<i>Medical Assistant</i>	51.0801	Medical Asst	51.0801	Medical/Clinical Asst
<i>Pharmacy Technicians</i>	51.0805	Pharmacy Technician	51.0805	Pharmacy Technician/Asst
<i>Radiologic Technicians/ Technologists</i>	<i>Not at Secondary Level</i>		51.0907	Medical Radiologic Technology/Science-Radiation Therapist
<i>Respiratory Therapist</i>	<i>Not at Secondary Level</i>		51.0908	Respiratory Care Therapy/ Therapist
<i>Surgical Technologists</i>	<i>Not at Secondary Level</i>		51.0909	Surgical Technology
<i>Medical & Clinical Laboratory Technicians; Health Technicians and Technologists, All Other</i>	<i>Not at Secondary Level</i>		51.1004	Clinical/Medical Laboratory Technician
<i>Diagnostic Medical Sonographers</i>	<i>Not at Secondary Level</i>		51.0910	Diagnostic Medical Sonography
<i>Registered Nurses</i>	<i>Not at Secondary Level</i>		51.3801	Registered Nursing/ Registered Nurse
<i>Licensed Practical/ Vocational Nurses</i>	51.3901	Practical Nursing	51.3901	Licensed Practical/ Vocational Nurse Training
<i>Nursing Assistants</i>	51.2601	Health Service Aide	51.3902	Nursing Asst/Aide & Patient Care Asst/Aide
<i>Dental Hygienist</i>	<i>Not at Secondary Level</i>		51.0602	Dental Hygiene/Hygienist
<i>Physical Therapy Assistant</i>	51.0806	Physical Therapy Assistant	51.0806	Physical Therapy Technician/Assistant

High Demand Occupations with Aligned Skilled Technical Sciences Courses				
<i>Occupations</i>	CIP Code - Secondary	Secondary Course Title	CIP Code - PS/Adult	PS/Adult Program Titles
<i>Industrial Machinery Mechanics</i>	15.0613	Industrial Manufacturing	15.0613	Manufacturing Engineering Technology/Technician
<i>Computer Support Specialists</i>	15.1202	Computer Servicing Technology	15.1202	Computer Technology/ Computer Systems Technology
<i>Paralegals and Legal Assistants</i>	<i>Not at Secondary Level</i>		22.0302	Legal Assistant/Paralegal
<i>Police & Sheriff's Patrol Officers; Security Guards</i>	43.0107	Criminal Justice Technology	43.0107	Criminal Justice/Police Science
<i>Brick masons & Block masons</i>	46.0101	Masonry	46.0101	Mason/Masonry
<i>Carpenters</i>	46.0201	Carpentry	46.0201	Carpentry/Carpenter
<i>Painters, Construction and Maintenance</i>	46.0408	Painter and Wall Coverer	46.0408	Painting/Painter and Wall Coverer
<i>Nuclear Engineers; Nuclear Technicians</i>	<i>Not at Secondary Level</i>		41.0205	Nuclear/Nuclear Power Technology/Technician
<i>Electricians</i>	46.0302	Residential Wiring	46.0302	Electrician
	15.0503	Alternative Energy	15.0503	Energy Management and Systems Technology/ Technician
<i>Plumbers, Pipefitters, and Steamfitters</i>	46.0503	Plumbing	46.0503	Plumbing Technology/ Plumber
<i>Maintenance & Repair Workers;</i>	46.0401	Building Maintenance	46.0401	Building/Property Maintenance
<i>Cement Masons & Concrete Finishers</i>	<i>Not at Secondary Level</i>		46.0402	Concrete Finishing/Concrete Finisher
<i>Telecommunications Equipment Installers and Repairers</i>	47.0105	Industrial Electronics Technology	47.0105	Industrial Electronics Technology
			47.0103	Communications Systems Installation and Repair Technology/Technician
<i>Medical Equipment Repairers</i>	47.0101	Electrical and Electronics Equipment Repair	47.0101	Electrical/Electronic Equipment Installer and Repairer

Heat, A/C, Refrigeration Mechanics/Installers	47.0201	Air Conditioning, Heating, Refrigeration	47.0201	Air Conditioning, Heating, Refrigeration
Mobile Heavy Equipment Mechanics, Except Engines	47.0302	Heavy Equipment Maintenance and Repairer	47.0302	Heavy Equipment Maintenance Technology/Technician
Industrial Machinery Mechanics	47.0303	Industrial Equipment Maintenance Repair	47.0303	Industrial Equipment Maintenance Repair
Auto Service Technicians/ Mechanics	47.0604	Auto Mechanics	47.0604	Automobile/Automotive Mechanics Technology/ Technician
Mobile Heavy Equipment Mechanics, Except Engines	47.0605	Diesel Mechanics, Heavy Equip. Repair	47.0605	Diesel Mechanics Technology/Technician
Machinists; Computer-Controlled Machine Tool Operators, Metal and Plastic	48.0501	Machinists	48.0501	Machine Tool Technology/ Machinist
			48.0501	Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist
Operating Engineers, other Construction Equipment Operators	Not at Secondary Level		49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation
Heavy and Tractor Trailer Truck Drivers	Not at Secondary Level		49.0205	Truck & Bus Driver/ Commercial Vehicle Operator & Instructor

High Demand Occupations with Aligned Technology & Engineering Courses				
<i>Occupations</i>	CIP Code - Secondary	Secondary Course Title	CIP Code - PS/Adult	PS/Adult Program Titles
<i>Civil Engineers</i>	21.0104	Principles of Engineering; Intro to Engineering Design; Engineering Design & Development; Civil Engineering & Architecture	<i>Not at PS/Adult Level</i>	
<i>Computer Hardware Engineers; Computer Systems Analysts; Information Security Analysts; Software Developers, Applications and Systems Software; Computer Programmers</i>	21.0104	Principles of Engineering; Intro to Engineering Design; Engineering Design & Development; Digital Electronics; Computer Science Applications; Computer Science and Software Engineering		
<i>Mechanical Engineers; Industrial Engineers</i>	21.0104	Principles of Engineering; Intro to Engineering Design; Engineering Design & Development; Computer Integrated Manufacturing		
<i>Biological Engineers; Agricultural Engineers</i>	21.0104	Principles of Engineering; Intro to Engineering Design; Engineering Design & Development; Biotechnology Engineering		
<i>Aerospace Engineers</i>	21.0104	Principles of Engineering; Intro to Engineering Design; Engineering Design & Development; Aerospace Engineering		

Appendix IV-Program Improvement Plans

Eligibility for a Vocational-Technical Education Enhancement Grant requires an improvement plan for each program applying for funding, which addresses certain key elements. Eligible program improvement plans developed by eligible postsecondary institutions must align with the college's multi-year strategic plan, while program improvement plans for career technical education at eligible secondary education entities must align with the appropriate building level improvement plans mandated by MSIP 5.

Though not required for grant funding, an exemplary improvement plan might extend its scope out three to five years into the future. That portion of the longer plan focused on a single-year Vocational-Technical Education Enhancement Grant application might readily be illustrated in a benchmarked step toward ongoing improvements.

Program improvement plans should not be the vision or result of one or two people, but ideally will include significant contributions from faculty, administration, the program advisory committee and other stakeholders. Plans should identify measurable objectives that will help to establish the extent to which targeted gains are made through enhanced instruction and student performance leading to an increase in the acquisition of specific industry skills.

Once developed, the program improvement plan will enable the applicant to establish the need for improvements, along with the applicant's plan for a solution, but in a manner that addresses overall, and hopefully ongoing enhancement of a program's capacity to deliver quality instruction. Applicants will not be required to submit a lengthy plan, but asked to describe how the overall vision of improvements along with the specific points for which funds are sought will contribute toward enhanced education and better opportunities for students through a series of writing prompts. Responses to each prompt will be required for each program seeking grant funding for one or more eligible courses. Those writing prompts are as follows:

- A. Describe each grant-seeking program's improvement plan's alignment to the appropriate institution or building plan(s). For all program improvement plans which are multi-year in length, explain the connection the funding request has to enhanced or augmented instruction during the grant period, and to longer term improvement for the program and either institution or building plan(s).
- B. Describe how each program to be funded will use measurable objectives to determine effective use of requested funding and to demonstrate successful rollout of the improvement plan for the grant period, and positive impact toward success of the institutional or building plan(s). Explain the extent to which the program improvement plan has determined the composition of allowable items to be funded by the grant.
- C. Include a description of the improvement plan's measurable objectives for the grant period, and if applicable, longer term rollout of the plan. If the program improvement plan identifies objectives beyond the grant period, explain the correlation between those anticipated to be achieved during the funding timeline and those further into the future. Explain the extent in which the objectives will determine project success.
- D. Describe the eligible courses for which funding is sought by course name and CIP Code, what teacher will be providing instruction for each course, and designate in what building and room(s) instruction will occur for each funded course. Include a description of what is to be purchased for each course along with how these expenditures will address needed improvements and/or augmentation in the delivery of

the eligible course(s) and student performance and/or learning. (Note: The listing of courses, teachers and so forth can be deferred to the EGFV4 if that information is repetitive, but the description of why requested purchases are necessary to fulfill the improvement plans objectives must be included in the narrative text box.)

- E. Describe any student performance and/or learning measures which will be used to determine project success.
- F. Describe any relationship the program improvement plan and/or funding request has to specific industry credentials, including the development of such when none is presently available, and the potential for future career mobility for students.
- G. Describe the composition of the applying program occupational advisory committee. Explain the extent the committee, building/district/institution administration, faculty and other key stakeholders were involved with the development of the program improvement plan and prioritization of the funding request.

The next few pages provide rubrics for postsecondary institutions and secondary districts to use in order to guide the development of a program improvement plan that will meet Vocational-Technical Education Enhancement Grant eligibility requirements. Please note that applications will not be assigned a score based on these, or any other rubrics. However, for the four categorical areas of Program Improvement Plan, Grant Year Objectives, Specific Industry Skills, and Industry Partnerships, the Department's review will determine whether the application's narrative response to the writing prompts above qualify for funding, or are non-responsive as submitted.

If, as a result of the Department's review an application is determined to be non-responsive, the applying district or postsecondary institution will be allowed 30 days to make changes in an attempt to qualify for funding.

Postsecondary Education-Enhancement Grant Evaluation Rubric

Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
1) Program Improvement Plan	<p>The proposal includes a three- to five-year improvement plan for each program associated with requested enhancement grant funding with each aligned to an institutional multi-year strategic plan. The program improvement plans include a description of the alignment to SMART goals for the aligned elements. The proposal also specifies how the requested funding request will result in benchmarked progress during the grant period which contribute toward achievement of objectives for the longer-term improvement plan.</p> <p>The plan documents participation of faculty, administration, an advisory committee, and other key stakeholders in its development.</p>	<p>The proposal is linked to an annual program improvement plan and a longer term college strategic plan, but does not demonstrate how objectives of the single-year grant request align to the longer term goals. The proposal references the program improvement and strategic plans, but does not specify what relation the funding request provides to the goals and objectives of that plan.</p> <p>The plan indicates that administration and the advisory committee approved the proposal, but includes little to no evidence of their participation in the planning and prioritization of objectives.</p>	<p>The request for funding does not demonstrate alignment to a longer-term institutional plan. No indication or evidence exists that anyone was consulted for input regarding the plan's viability prior to submission of the funding request.</p>
Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
2) Grant Year Objectives	<p>The proposal includes specific measurements that will be used to partially gauge the success of the intended use of enhancement grant funds during the grant year for each program involved with the proposal.</p> <p>Measures include student achievement and demonstrated improved learning, and the extent in which grant expenditures have allowed program(s) to provide instruction using industry-standard equipment and/or other eligible costs.</p> <p>A description of the process for a comparison of measurable projections for objectives with actual achieved measures is included in the proposal.</p>	<p>The proposal offers general projections of intended performance without specificity to planned measurements.</p> <p>Student learning measures are included, with alignment to grant expenditures but lacking in documentation or weighting or impact of related funding.</p> <p>The proposal implies that projected performance will be compared to actual achievement, but does not provide process details.</p>	<p>No address of measurement of program improvement is included in the proposal</p>

Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
3) Specific Industry Skills	<p>The grant proposal demonstrates how instruction will align with specific industry skills result in greater student attainment industry-recognized credentialing. and describes this relationship.</p> <p>Specific industry credentials are identified for the program(s) associated with the funding request. The grant proposal projects the increase in the number of students who will acquire specific industry credentialing.</p> <p>In instances where no specific industry credential exists, a plan is in place or under development to identify credentialing which may strengthen student portfolios.</p>	The funding request is directly related to instruction which is aligned to increased acquisition specific industry skills.	The funding request does not establish a direct relationship to instruction which is aligned to increased attainment of specific industry skills.
Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
4) Industry Partnerships	<p>The funding request describes business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds and involvement in the planning process.</p> <p>Occupational advisory committee recommendations are provided to support the funding request.</p>	The funding request mentions business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds, but does not provide any detail regarding the extent of involvement in the planning process.	The funding request does not identify any partnerships for the program(s) associated with the enhancement grant.

Secondary Education-Enhancement Grant Evaluation Rubric

Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
1) Program Improvement Plan	<p>The proposal includes a three- to five-year improvement plan for each program associated with requested enhancement grant funding with each aligned to a building level improvement plan as required by MSIP 5. The program improvement plans include a description of the alignment to SMART goals for the aligned elements. The proposal also specifies how the requested funding request will result in benchmarked progress during the grant period which contribute toward achievement of objectives for the longer-term improvement plan.</p> <p>The plan documents participation of faculty, administration, an advisory committee, and other key stakeholders in its development.</p>	<p>The proposal is linked to an annual program improvement each aligned to a building level improvement plan as required by MSIP 5., but does not demonstrate how objectives of the single-year grant request align to the longer term goals. The proposal references the program improvement and strategic plans, but does not specify what relation the funding request provides to the goals and objectives of that plan.</p> <p>The plan indicates that administration and the advisory committee approved the proposal, but includes little to no evidence of their participation in the planning and prioritization of objectives.</p>	<p>The request for funding does not demonstrate alignment to a longer-term institutional plan. No indication or evidence exists that anyone was consulted for input regarding the plan's viability prior to submission of the funding request.</p>
Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
2) Grant Year Objectives	<p>The proposal includes specific measurements that will be used to partially gauge the success of the intended use of enhancement grant funds during the grant year for each program involved with the proposal.</p> <p>Measures include student achievement and demonstrated improved learning, and the extent in which grant expenditures have allowed program(s) to provide instruction using industry-standard equipment and/or other eligible costs.</p> <p>A description of the process for a comparison of measurable projections for objectives with actual achieved measures is included in the proposal.</p>	<p>The proposal offers general projections of intended performance without specificity to planned measurements.</p> <p>Student learning measures are included, with alignment to grant expenditures but lacking in documentation or weighting or impact of related funding.</p> <p>The proposal implies that projected performance will be compared to actual achievement, but does not provide process details.</p>	<p>No address of measurement of program improvement is included in the proposal</p>

Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
3) Specific Industry Skills	<p>The grant proposal demonstrates how instruction will align with specific industry skills result in greater student attainment industry-recognized credentialing. and describes this relationship.</p> <p>Specific industry credentials are identified for the program(s) associated with the funding request. The grant proposal projects the increase in the number of students who will acquire specific industry credentialing.</p> <p>In instances where no specific industry credential exists, a plan is in place or under development to identify credentialing which may strengthen student portfolios.</p>	The funding request is directly related to instruction which is aligned to increased acquisition specific industry skills.	The funding request does not establish a direct relationship to instruction which is aligned to increased attainment of specific industry skills.
Category	Exceptional	Qualifying	Incomplete Information/ Non-Responsive
4) Industry Partnerships	<p>The funding request describes business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds and involvement in the planning process.</p> <p>Occupational advisory committee recommendations are provided to support the funding request.</p>	The funding request mentions business and industry partnerships in the program(s) associated with the intended use of enhancement grant funds, but does not provide any detail regarding the extent of involvement in the planning process.	The funding request does not identify any partnerships for the program(s) associated with the enhancement grant.

Appendix V-Criteria to Avoid Duplication Of Career Education Programming

The following criteria will be utilized by the Department of Elementary and Secondary Education, Office of College and Career Readiness, to avoid duplication of career education programming. New career education program applications will be considered a duplication when the following six (6) test situations occur among career education and/or Workforce Investment Act (WIA) programs in the same local workforce investment area.

1. The Classification of Instructional Programs (CIP) codes are identical.
2. The instructional objectives of the programs are identical.
3. The population for which the programs are intended is identical.
4. The sum of the number of individuals proposed to be trained and the number of individuals currently being trained exceeds the number of individuals available for training within a specific population.
5. The access to the programs is identical or in close geographic proximity.
6. The combined total number of potentially trained individuals available for related job placement exceeds the labor market demand within the geographic area.

Appendix VI

Department of Elementary and Secondary Education

Standard Complaint Resolution Procedure

This standard complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education. The Department has promulgated regulations except those that have authorizing statutes or implementing regulations prescribing a separate procedure.

What is a complaint for purposes of this policy?

A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department personnel.

A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied, or misinterpreted.

Who may file a complaint?

Any parent or guardian, surrogate parent, teacher, administrator, school board or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint.

What types of complaints are recognized?

1. A complaint alleging that a local school district is violating, misapplying, or misinterpreting a law or a regulation of the Department of Elementary and Secondary Education; and
2. A complaint alleging that the Department of Elementary and Secondary Education is violating, misapplying, or misinterpreting a law or a regulation.

How are complaints filed?

1. Complaints against local school districts.

A complaint alleging that local school district officials have violated, misapplied, or misinterpreted a state or federal law or regulation, must first be filed and resolution pursued in accordance with local district policy. If the issue cannot be resolved at the local level, the complainant may file a complaint with the Department. Before accepting such a complaint, the Department will ask for evidence of an attempt to resolve the issue at the local level. If the parties have not attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution. A question about local school district policies, rules, or practices

which are not based on federal or state laws or regulations is not a complaint within the meaning of this policy and must be settled at the local school district level.

2. Complaints against the Department of Elementary and Secondary Education.

A local school district official, a local board of education, or any person directly affected by actions of the Department may file a written complaint alleging that the Department or its personnel have violated, misapplied, or misinterpreted a state or federal law or regulation directly with the Department.

How does the Department hear and resolve complaints?

1. Any formal complaint against the Department or an unresolved complaint against a local school district is to be addressed to the director of the section of the Department that administers the activity, project, or program under which a law or rule application or interpretation is being questioned.
2. Within thirty days after receiving a complaint or appeal, the section director will resolve the complaint and inform interested parties in writing of the decision. In resolving the complaint, the section director may rely upon statements of the parties involved or may conduct an independent investigation. The section director may grant an extension of the thirty-day limit for just cause.
3. If a complainant disagrees with the decision of the section director, the complainant may, within ten working days, appeal to the Deputy Commissioner of Education. This appeal must be in writing and state why the complainant disagrees with the decision.
4. Within thirty days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant in writing. The decision of the Deputy Commissioner of Education is not appealable when the issue relates to state law or regulation.
5. If the complainant disagrees with the decision of the Deputy Commissioner of Education in a matter relating to federal law or regulation, the complainant may request a review of the decision by the United States Secretary of Education in accordance with 34 CSR Part 76, Section 76.781.

What other recourse is available in resolving complaints?

In some circumstances, complainants may have additional recourse in the courts or through the Administrative Hearing Commission.

Appendix VII

Department of Elementary and Secondary Education

Application for Authorization of Enhancement Grant Expenditures

EGFV4 INSTRUCTIONS

Contact Name - The first and last name of the individual to contact regarding Enhancement Grant questions. This is the contact name the State will use to send correspondence (EG FV4, EG FV2, etc.) and direct questions.

Local Education Agency (LEA) Name - The official name of the school district or college submitting the Enhancement Grant request.

Contact Phone – The 10 digit telephone number of the individual to contact regarding the Enhancement Grant. The telephone number should correspond to the Contact Name

County District Code - Six digit code assigned to the district or college. This code needs to correspond to the LEA name on the grant application.

Contact E-mail - The e-mail of the individual to contact for the Enhancement Grant. This is the contact name the State will use to send correspondence (EG FV4, EG FV2, etc.) and direct questions. The contact e-mail should correspond with the Contact Name and the Contact Phone.

School Code –The Department assigned school numbers. (Selected from a drop-down menu)
0000-Colleges
1050- High Schools
1100-Area Career Centers

Fiscal Year Ending – The four digit year the fiscal year ends.

Building or Campus Name - The name of the high school, career center, or campus requesting Enhancement Grant funds. District with multiple schools or institutions with multiple campus locations requesting Enhancement Grant funds will need to be identified

Instructor Name - The name of the instructor that will utilize the requested item. The instructor name should correspond with the Room/Lab Number of the requested item(s)

Room/Lab Number - The room number of the instructor the item will be located. The Room/Lab Number should correspond to with the Instructors Name requesting the item(s).

CTE Program Code - The CTE Program Codes used for College and Career Readiness are (select from a dropdown menu):

01-Agricultural Education
02-Business Education
04-Marketing Education
05-Health Sciences
07-Occupational Family Consumer Sciences and Human Services
08-Skilled Technical Sciences
10-Technology and Engineering Education

CTE Type - The CTE entity requesting Enhancement Grant funds: (Select from a dropdown menu)

04, Secondary
07, Post Secondary
10, Adult

CIP Code - The CIP Codes used within the career education programs that are on the High Demand List. Only the CIP Codes that are on the High Demand List will be visible on the drop down menu. The drop down menu is generated based on the selection of CTE Program Code and CTE Type identified. (Select from a dropdown menu)

Course Description - The Course Description used within the different career education programs that are on the High Demand List. Only the Course Descriptions on the High Demand List will be visible on the drop down menu. The drop down menu is generated based on the selection of CTE Program Code and CTE Type identified. (Select from a dropdown menu)

State Code -The state code used in to identify the item and category it will be funded. ***Only one item can be requested per line.*** (Select from a dropdown menu)

Instructional Equipment (minimum cost threshold of \$1,000)
Non-Consumable Instructional Supplies (as defined on page 12 of this guide)
Other-Software and/or Curriculum
Other-Network or Internet/Installation/Service Contracts/Maintenance Agreement
Other-Instructor Training
Other-Storage Cabinets
Other-Renovations

It is very important that you select the correct state code for the item. The reimbursement percentage will be based on the selection of the state code. The maximum reimbursement for equipment purchases from the Enhancement Grant will be at 75% of the approved cost. The maximum reimbursement for Other Costs, Curriculum and Renovations will be 50% of the approved cost. Note: All Vocational-Technical Education Enhancement Grants are subject to approval at a reimbursement rate lower than the stated maximums dependent upon availability of funds.

Description of Item - This should be a short identifying statement of the item, service, activity, etc. ***Only one item can be requested per line. Do not group separate equipment items together. Installation of equipment will need to be itemized out and on a separate line from the equipment.***

Quantity - The number of items requesting to be purchased. *Note: Approval of requests for grant funding of a volume of items intended to provide a 1:1 per student will be dependent upon the applicant's three-year average number of program concentrators in the most appropriate Career Cluster, as detailed on pages 12 and 13 of this guide.*

Estimated Unit Cost - The estimated cost per unit.

Estimated Total Cost - The total estimated cost of the items based on the quantity and unit cost.
(Calculated Automatically)

Estimated Reimbursement- The estimated amount that will be reimbursed based on the estimated cost of the items and state code selected for that item. Please note that this is not the Approved Grant Amount. (Calculated Automatically)

Notes - Available to add any comments.

Only one EGFV4 is to be submitted per LEA or postsecondary institution. Instructions as to submission of the EGFV4 as an upload attached to the narrative responses driven by the program compliance/improvement plan are included in Appendix VIII.

Appendix VIII

Department of Elementary and Secondary Education

Instructions for Submission of Information from Program Compliance/Improvement Plans

The Compliance Plans System (CPS) through the Department Web Applications will be used to submit the narrative component of applications for funding from the Vocational-Technical Education Enhancement Grant. Requests for grant funding submitted by eligible secondary and postsecondary institutions will require the development of program improvement plans (see Appendix V of the FY16 planning guide) from which will provide schools with the responses to the writing prompts in CPS which have been tailored for the Vocational-Technical Education Enhancement Grant.

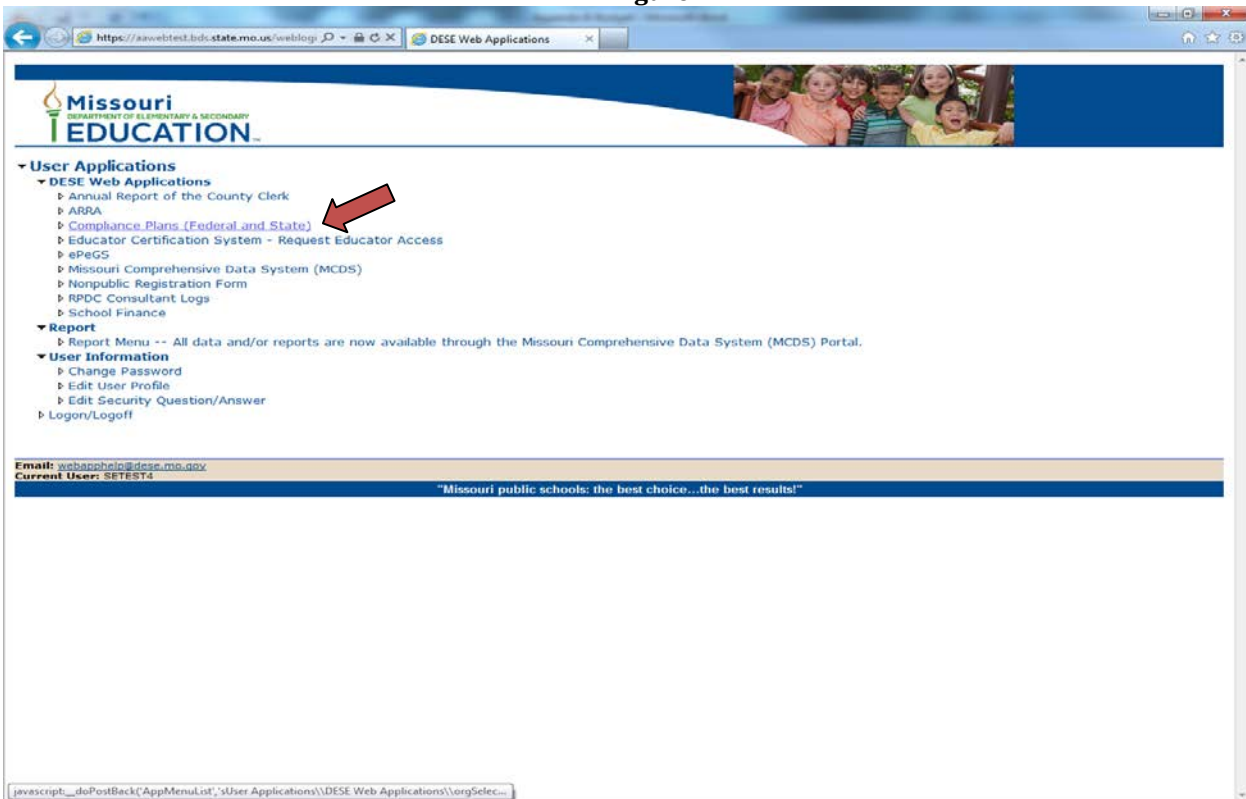
These narrative responses replace the Statement of Need and Description of Improvements used in prior years.

The CPS has two security levels for accessing the system (Administrator and User), with additional security that is established by the Administrator within the system itself. Some district staff have been granted access to the CPS as follows:

- Compliance Plan Administrator: District staff with User Manager access, as well as superintendents in districts with no User Manager, have been granted access to CPS at the Administrator level. The CPS Administrator has full access (View, Data Entry and Authorized Representative) to all plans available to the district. In addition, the CPS Administrator must grant access rights to other district staff with CPS User access. Granting access to CPS Users is done through the "Maintain user security" option on the CPS home page.
- Compliance Plans User: District staff with access to the ePeGS Planning Tool have been granted access to CPS at the User level. CPS Users will not have access to any plans within CPS until rights have been granted by the Compliance Plans Administrator. Please note that in order for CPS Users to be available for assignment by the Administrator, they must first log in to the CPS.
 - Step 1: User logs into CPS and has no access to any plans
 - Step 2: Administrator logs into CPS, goes to "Maintain user security," selects the User and assigns plans and security levels (View, Data Entry and Authorized Representative) for the User
 - Step 3: User logs into CPS and is able to access the plans for which the Administrator has assigned rights

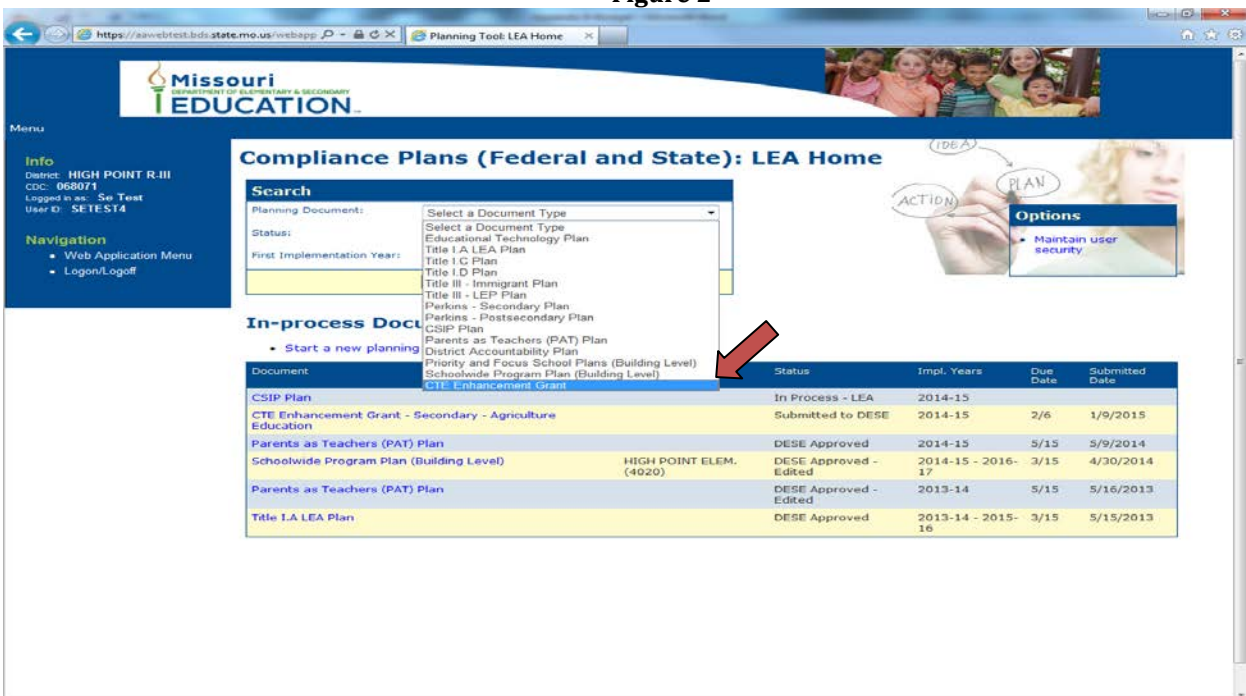
To access, go to the Department's web apps (<https://k12apps.dese.mo.gov/webLogin/login.aspx>) login site, and select Compliance Plans (Federal and State) from the Cross-Divisional Systems list, as shown in Figure 1 below.

Figure 1



Once the Compliance Plans option has been selected, the next screen will offer a series of options in a drop-down box as shown in Figure 2. Scroll down and select CTE Enhancement Grant.

Figure 2



The next step is to start a new planning document as shown in Figure 3 and then using the second drop box option as shown in Figure 4, again select CTE Enhancement Grant.

Figure 3

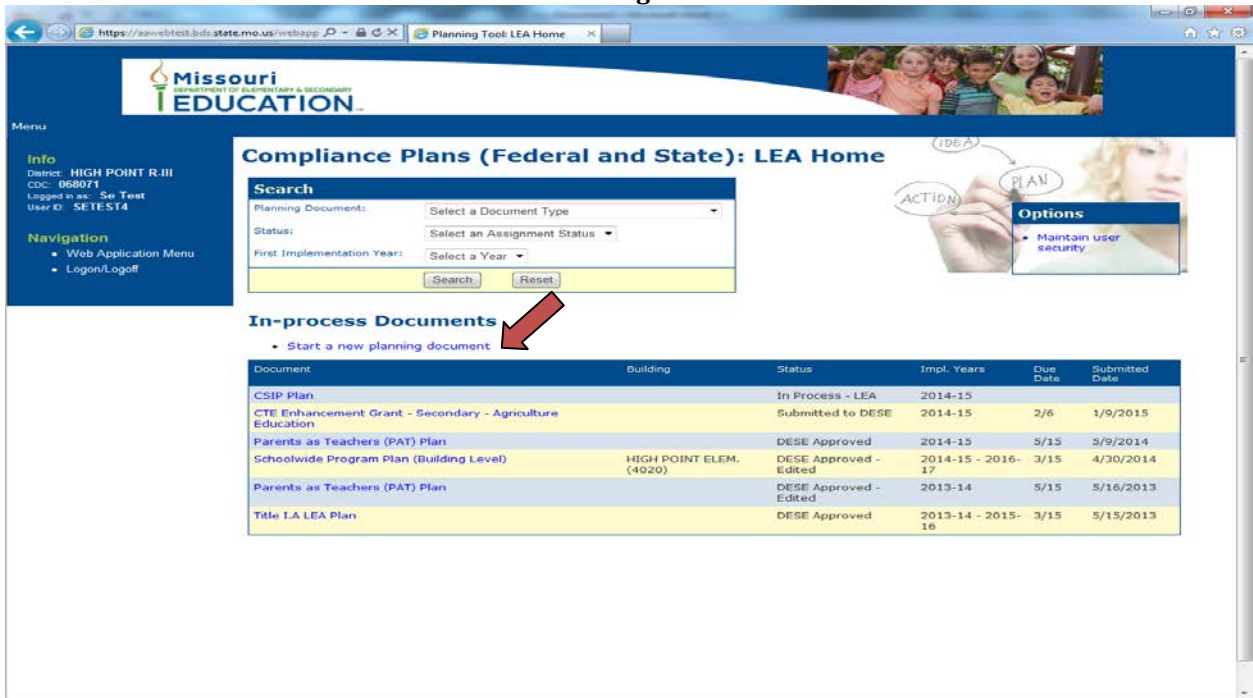
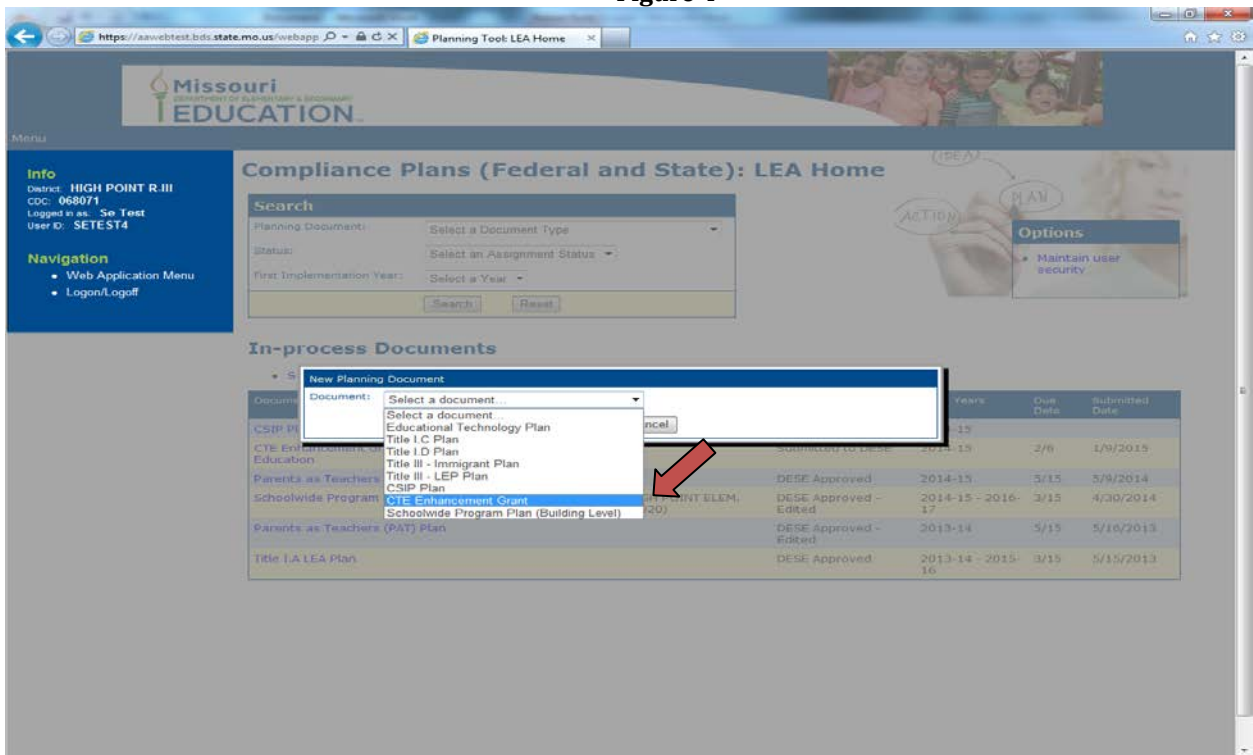


Figure 4



Select the first program for which FY16 Vocational-Technical Education Grant funding is being sought from the drop down box as shown in Figure 5, and select whether the eligible instructional activity will occur at the secondary or postsecondary level by clicking on the appropriate button.

Figure 5

Responses to the writing prompts may be entered either through keystroke or simply copied from word processing software into the text boxes which follow each prompt. Please note that responses are not limited by the size of the text box. **Note:** Aside from the impact on program improvement and/or student learning, much of the response to the fourth prompt can refer to the uploaded EGFV4.

Applicants should save information by clicking the button located at the bottom of this screen (see Figure 6). Although the button indicates that by saving this file you will move on to responses for another program, you may easily return to the information which has been saved.

Figure 6

Before a plan may be submitted, name of at least one contact person must be provided. That individual, who can be designated as the principal point of contact for the applying program in cases where multiple members of the planning team are listed. To provide this information, first click on the web link "Manage Team."

Figure 7A

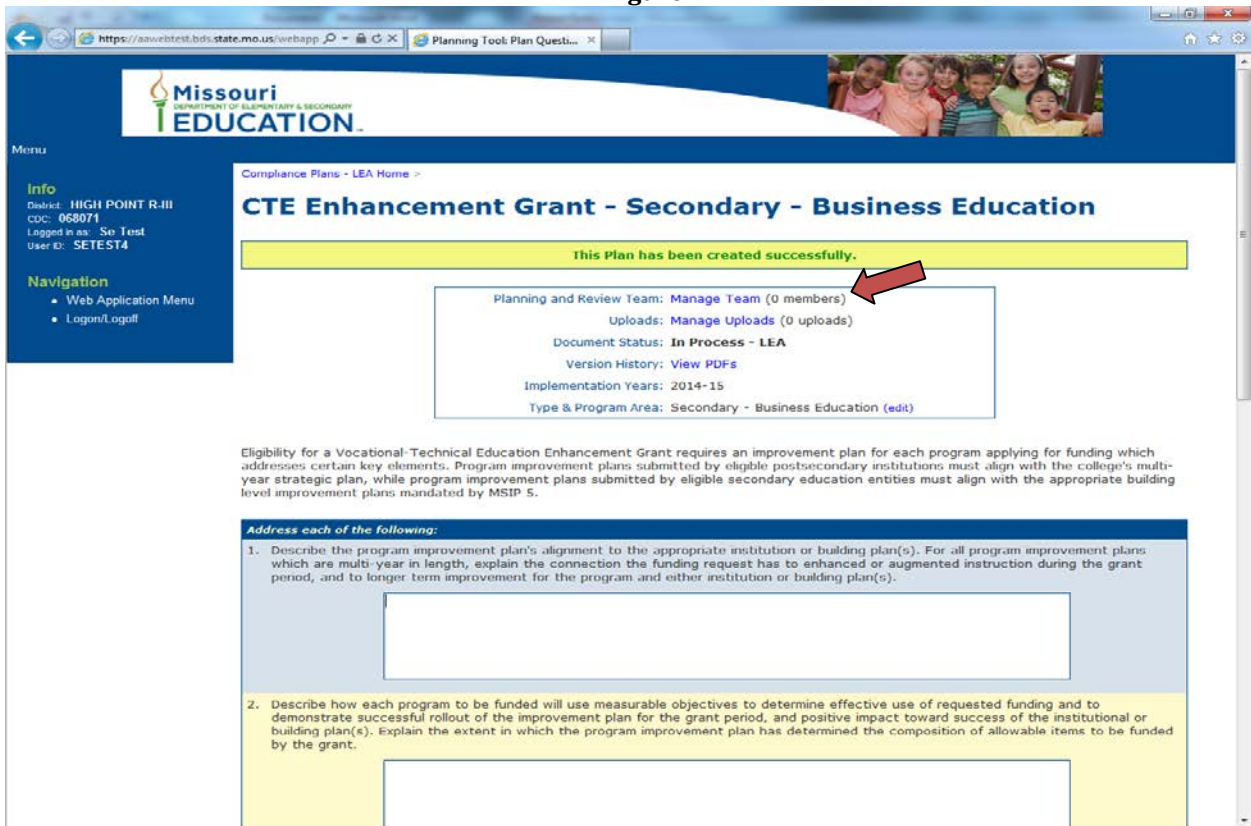


Figure 7B



Figure 7C

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Menu

Info
District: HIGH POINT R-III
CDC: 068071
Logged in as: Se Test
User ID: SETEST4

Navigation
• Web Application Menu
• Logon/Logout

Compliance Plans - LEA Home - CTE Enhancement Grant - Secondary - Business Education - Questions

Manage Team for: CTE Enhancement Grant - Secondary - Business Education

• Add Team Member

We team members have been added for this document.

Maintain Team Member

Name:

Title:

Email:

Phone:

Primary Contact: ☐ Yes

Figure 7D

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Menu

Info
District: HIGH POINT R-III
CDC: 068071
Logged in as: Se Test
User ID: SETEST4

Navigation
• Web Application Menu
• Logon/Logout

Compliance Plans - LEA Home - CTE Enhancement Grant - Secondary - Business Education - Questions

Manage Team for: CTE Enhancement Grant - Secondary - Business Education

Team Member was saved successfully.

• Add Team Member

Name	Title	Email	Phone	Primary Contact	Delete
Fred Garvin	Administrator	fgmp@hpr3.edu	417-555-1212	Yes	
E. Buzz Miller	Teacher	ebm@hpr3.edu	417-555-2121		
Leonard Pinth Carnell	Teacher	lpg@hpr3.edu	417-555-9647		

*team members cannot be deleted when DESE is reviewing the plan.

Then simply click on the applying program's name to return to the writing prompt text boxes.

The process described thus far in this appendix will be repeated for the submission of each program for which the eligible LEA or postsecondary education is seeking grant funding, but these do not need to be submitted at the same time.

Before the first program's narrative application component is submitted, the EGFV4 (as described in Appendix VIII) which includes budget information **for all programs** for which the eligible district or institution is seeking funds is to be uploaded with the intially submitted narrative. Only one EGFV4 is to be submitted by each applicant, regardless the number of programs, buildings or campuses that are involved in delivery of grant-eligible instruction.

To attach an EGFV4, click on the "Manage Upload" weblink shown in Figure 8.

Figure 8



You may note three options for saving entered narrative. The first of these, "Save Responses" is simply to ensure that information which has been entered will remain in place if done in segments or if some unforeseen event occurs such as a power outage.

The second, "Save and Generate Draft" allows for distribution of a copy of entered narrative for review prior to submission of the application.

Finally, "Save and Submit to DESE" does just as it implies. Once the option is selected, the application is officially submitted through the web application and available for Department review and consideration for approval.

Figure 9

4. Describe the eligible courses for which funding is sought by course name and CIP Code, what teacher will be providing instruction for each course, and designate in what building and room(s) instruction will occur for each funded course. Include a description of what is to be purchased for each course along with how these expenditures will address needed improvements and/or augmentation in the delivery of the eligible course(s) and student performance and/or learning.

5. Describe any student performance and/or learning measures which be used to determine project success.

6. Describe any relationship the program improvement plan and/or funding request has to specific industry credentials, including the development of such when none is presently available, and the potential for future career mobility for students.

7. Describe the composition of the applying program's occupational advisory committee. Explain the extent the committee, building/district/institution administration, faculty and other key stakeholders were involved with the development of the program improvement plan and prioritization of the funding request.

Save Responses Save and Generate Draft Save and Submit to DESE

Document Version: 2014-2015.1

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If any component of the application is deemed non-responsive and/or incomplete, approval will be denied and returned to the applicant with along with comments describing the point(s) deemed lacking. The applicant will then have thirty (30) days in which to make necessary changes and resubmit for a second review.

Appendix IX

Fiscal Administration

It is the Department's intent to have FY17 Vocational-Technical Education Enhancement Grant financial operations to be administered through ePeGS. The Excel-based EGFV4 (see Appendix VII) will be used by those eligible LEAs and postsecondary institutions to submit their budget requests for FY17 as an upload to the online Compliance Plan web application as described in Appendix VIII.

Once budgets have completed the Department's approval process, fiscal information will be transmitted to grantees using the "Approved EGFV4" file in a similar manner to the past few years. However, a key difference will be the inclusion of two new worksheets which will present the budget in a manner consistent with ePeGS.

As shown in Figure 1, the worksheet entitled "ePeGS Budget Grid" provides categorical sub-totals and totals, overall and by program for awarded grant funding.

Figure 1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1		6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	Total							
2	1311 Agricultural Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
3	1321 Business Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
4	1331 Family and Consumer Sciences Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
5	1341 Health Sciences Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
6	1351 Marketing and Cooperative Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
7	1361 Trade and Industrial Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
8	1371 Project Lead the Way	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
9	4000 Facilities Acquisition and Construction Program Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
10	Subtotal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
11																
12																
13																
14																

Figure 2 offers an additional break out of those authorized costs which are categorized as "ePeGS Capital Outlay".

Figure 2

	A	B	C	D	E	F	G	H	I
1								1311 AgriculturalEducation	\$0.00
2								1321 BusinessEducation	\$0.00
3								1331 Family and Consumer SciencesEducation	\$0.00
4								1341 Health SciencesEducation	\$0.00
5								1351 Marketing and CooperativeEducation	\$0.00
6								1361 Trade and IndustrialEducation	\$0.00
7								1371 ProjectLead the Way	\$0.00
8	Area	Description	Unit Cost	Quantity	Total			Renovations	\$0.00
9									
10									
11									
12									
13									
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16									
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Grantees will be responsible for entering the information provided through these two screens into ePeGS.

A revised edition of the FY17 Planning Guide and Administrative Manual will be released prior to the start of the fiscal year with an amended and expanded version of this appendix to provide guidance for financial management of grant awards.